Best Practices for Work Sampling Online: Mid-Year Check In

Pearson Assessment
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Review and monitor Work Sampling data

Develop strategies for planning children’s learning based on collected evidence and data reports

Use the online tools and features with ease

Review and Monitor Work Sampling Data
Review and Monitor Data

- Foster high-quality assessment practices
- Ensure that everyone is implementing the tool properly, consistently, and accurately
- Provide staff with ongoing support and feedback
- Identify patterns and trends in the data

Review Observations

- Are the notes dated?
- Are the notes factual?
- Are there observations collected for all the required domains?
- Do the notes include details about what children were saying and/or doing?
- Are teachers using observational data to plan children’s learning?
Review: Checklists

- Are all the required domains completed?
- Note the pattern of Checklist ratings.
- Are all the children rated the same?
- Did the teacher use any NA or DNO ratings?

Checklist Ratings

<table>
<thead>
<tr>
<th>Not Yet</th>
<th>In Process</th>
<th>Proficient</th>
<th>Did Not Observe</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child cannot demonstrate indicator</td>
<td>Child demonstrates indicator intermittently</td>
<td>Child can reliably demonstrate indicator</td>
<td>Teacher does not have enough evidence to make a rating</td>
<td>Teacher has not taught or introduced the learning related to the indicator</td>
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</tbody>
</table>

Reliably Demonstrating an Indicator (Proficient)

10/4 Ashley asked L. to help her put away the blocks when choice time ended.
11/16 Ashley makes a house for herself and her "sisters". She explores family roles in the house corner.
11/29 Ashley reads "The Big Hungry Bear" from memory to her friends in the book corner.
10/6 Ashley helps J.T. to play at recess. J.T. is new in class and Ashley has been showing her around.
Class Ratings Report

Review: Collected Evidence

- Is the collected work authentic to the child?
- Does the work reflect a learning standard or specific area of learning?
- Is the work annotated?
- Does the work show progress and growth over time?

Progress Over Time
Individual Items

Taneisha plays board games during choice time. She decided to make one herself called "Going to Mexico". The map is on the right and the directions on the left.

Review: Summary Reports

- Do the summary report ratings reflect the Checklist ratings?
- Are there any errors in the narrative?
- Does the report convey a positive tone?
- Is the language used, the style, and amount of writing appropriate for the family?

Summary Report

Morgan is able to follow the classroom rules and routines and participates daily in the group time activities. She is learning how to interact with her classmates and is beginning to use words to resolve conflicts. Goals for Morgan include helping her to connect with her peers during choice time and providing her with opportunities to be the class helper to boost her confidence and sense of responsibility.
Planning for Joey

- Introduce more complex patterns.
- Provide materials to create patterns with other media.
- Introduce parquetry blocks and design boards.
- Ask questions to encourage Joey to describe, discuss and make generalizations about patterns.

Class Profile

The names of the children are listed according to the Checklist rating they received.

Class Outcomes Report

Personal and Social Development

- [Graph showing personal and social development over different periods]
Using the Work Sampling Online Tools and Features

Online Tools and Features
Administrators
- Visit classrooms
- Alerts
- Dashboard
- Data Reports

Teachers
- Professional Development Section
- Embedded Videos and Guidelines
- Data Reports

Thank you for attending the Work Sampling Online Best Practices Workshop